

imposition of the death penalty under this act.

It is time we wrap the arms of justice around unborn children and protect them against criminal assailants. Everyone agrees that violent assailants of unborn babies are, in fact, criminals. When acts of violence against unborn victims fall within Federal jurisdiction, we must have a penalty. We have an obligation to our unborn children who cannot speak for themselves. The Senate must act.

I strongly urge my colleagues to join in support of this legislation. I thank the Chair, and I yield the floor.

The PRESIDING OFFICER. The Senator from New Hampshire is recognized.

EXTENSION OF MORNING BUSINESS

Mr. GREGG. Mr. President, I ask unanimous consent that the period for morning business be extended to 2 p.m., with the time equally divided, and that Senators be permitted to speak for up to 10 minutes each.

The PRESIDING OFFICER. Without objection, it is so ordered.

Mr. GREGG. Mr. President, I further ask unanimous consent that Senator NELSON of Florida be recognized at the conclusion of my remarks.

The PRESIDING OFFICER. Without objection, it is so ordered.

EDUCATION FUNDING

Mr. GREGG. Mr. President, I wish to address again an issue I addressed yesterday on the floor relative to the funding and the activity under the No Child Left Behind legislation which is landmark legislation we passed a year ago which the President of the United States signed and which was a bipartisan effort.

After I spoke yesterday, a couple of Senators came down to the Chamber and addressed the issue but, once again, misrepresented the facts. I think it is important, therefore, to restate what the facts are and go through some of the history and also review in more depth a letter which was sent by Senator KENNEDY and Senator MILLER to the Department of Education, which letter, in my opinion, is off base and inaccurate.

To begin with, the No Child Left Behind bill is landmark legislation, the purpose of which is to give parents of low-income children and low-income children an opportunity to participate in the American dream by assuring they get a decent education and have a chance to learn what they need to learn to be competitive with their peers, especially as they proceed through the early years of education.

It is a bill that ties four different elements to it.

No. 1, the purpose is to obviously give low-income children a better educational opportunity through a process of giving the local school districts

flexibility over how they deal with the rules under title I, which is the low-income child education part of the Federal law.

No. 2, there is an initiative in this bill to make sure that low-income children are reaching the standards of their peers through putting in place a testing regime which basically sets up accountability and to establish that children of all ethnic groups in the same classroom are learning at a level which is necessary for them to move on so that the children are not being warehoused, are not simply being passed through the system—as we discovered, unfortunately, was happening for years and, at the end of their educational experience in public schools, they really did not know enough to compete in America and to have a successful life.

No. 3, if a child was found to be in a school that simply was not working, was not educating that child, there are certain rules put into the bill which empower the parent to take some action so they can get their child the educational assistance they need, such as public school choice, such as getting tutorial support outside the school. And if the school continued not to work, then the public school system was given a lot of funds and resources to correct that problem.

No. 4, there was a significant amount of Federal dollars—a dramatic increase in Federal funding—that was put into local schools for the purpose of addressing this bill. That is what I want to talk about today because, once again, that was misrepresented on this floor.

The amount of funding which President Bush has put into the new bill represents the most historic increase in the educational funding in the history of Federal funding. It has been a 132-percent increase in funding. We have seen a 132-percent increase in funding in education over the last 6 years, and that compares to a 48-percent increase in Defense, or a 96-percent increase in Health and Human Services. It is a dramatic increase in educational funding.

One might say that ties to the Clinton years, too. Yes, it does, but if we look at what President Bush has done in his first year in office, he increased funding in education by approximately \$20 billion over the last year of the Clinton administration. That is a dramatic increase, a 50-percent increase almost in funding over the last year of the Clinton administration.

The request of the President for new funding in areas of, for example, special education, was historic compared to President Clinton who essentially requested no increases in special education until his last year, this being a chart showing President Clinton's request. The red represents the \$1 billion increase in special education funding that President Bush requested and received in his first year, and the \$1 billion increase in special education fund-

ing which President Bush requested on top of that \$1 billion in the coming year.

If one looks at the history of the commitment of this President to educational funding, it dwarfs—dwarfs—the commitment made by the Clinton administration. For example, if one looks at the 7 years of increases in educational funding under the Clinton administration, they are almost 25-percent less than the increases which President Bush has put into educational funding in just 2 years. He has not only made this type of a commitment in 2 years, but he has already stated that he intends to increase title I funding by another \$1 billion this year. He has asked for that, and I expect we are going to see the same type of dramatic increase in special education funding and across the board.

This letter was sent by Senator KENNEDY and Senator MILLER to Secretary Paige, and it outlined their concerns with the No Child Left Behind legislation. I think it is important to respond to this because this letter was truly an inaccurate letter. It began—and I heard Senator HARKIN yesterday parroting this position—by saying that the President has cut No Child Left Behind spending. That is absolutely inaccurate. Not only has he not cut it, he has increased that specific account, title I, by over \$4 billion since he has been President.

How do they define it as a cut? There is one program—one program—that they did not fund. It was a \$90 million program called the Fund for Improvement of Education. Because they did not fund that one program, that is a cut in the minds of Senator HARKIN and Senator KENNEDY. That is a very interesting way to account. If you increase spending in one year by \$1 billion, but as part of that \$1-billion increase you eliminate a program worth \$90 million, you have cut spending, according to Senator KENNEDY and Senator HARKIN. That is a truly unique way to look at the way math is done. I think maybe they should go back and do math in the third grade and see if they pass the test which we are going to try to make sure kids have to pass to be competent in the third grade.

Clearly, if the funds have been increased by \$1 billion, you have not cut the program. If you have eliminated an earmarked program—which is not working to begin with and which has virtually no purpose other than to fund special interest activity—which is worth \$90 million, but at the same time you have increased funding over \$1 billion in that account, you have not cut the program; you have improved the program and you have made sure that billion dollars is going to be spent much more effectively. What do we do with the \$90 million they eliminated? We sent it back to the towns, the cities, and let the teachers and principals and the school boards decide how to spend that money rather than have it be a categorical program. That representation in the letter was specious.